

Live Oak High

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)		School Contact Information (School Year 2017-18)	
District Name	Morgan Hill Unified	School Name	Live Oak High
Phone Number	(408) 201-6023	Street	1505 East Main Ave.
Superintendent	Steve Betando	City, State, Zip	Morgan Hill, Ca, 95037-3217
E-mail Address	betandos@mhUSD.org	Phone Number	408-201-6100
Web Site	www.mhUSD.org	Principal	Maria Reitano, Principal
		E-mail Address	reitanom@mhUSD.org
		County-District-School (CDS) Code	43695834333951

Last updated: 11/29/2017

School Description and Mission Statement (School Year 2017-18)

Live Oak High School (LOHS) is a comprehensive high school in the Morgan Hill Unified School District that serves students in grades nine through twelve. Live Oak is located in a fast-growing suburban area that has managed to retain the aura of a small town. Students come from the cities of Morgan Hill and San Jose as well as the unincorporated areas of San Martin and Coyote Valley. The student population reflects the rich ethnic and socioeconomic diversity of the community.

Live Oak High School is committed to developing a learning environment that enables all students to meet or exceed state standards. The staff continues to examine data to identify areas of student success and areas where programs and instruction can be improved. Live Oak is proud of its excellent academic programs, including 17 Advanced Placement courses in the curricular areas of Physics, Chemistry, Biology, Environmental Science, AB/BC Calculus, Computer Science, Statistics, English Language and Literature, U.S. and World History, Government and Politics, Music Theory, French, Spanish, and Studio Art. We are also proud of our strong athletic and other extracurricular programs, and the wide variety of support services we provide for our students. These educational opportunities have led to Live Oak High School's overall graduation rate rising to 98%, with critical subgroups exceeding 96%, among the very highest in our county. Live Oak garnered two prestigious awards in 2015. A California Gold Ribbon School Award was received in honor of counseling and support services provided to our students. Project Cornerstone awarded Live Oak the Caring High School Climate Award honoring our excellent school climate of acceptance and tolerance. We were the only high school so honored in a region extending from South San Francisco to Salinas.

LOHS continues to provide a strong after school tutorial program through the California Student Opportunity and Access Program (Cal-SOAP). In addition, dedicated math and science tutoring are also provided through our counseling dept. These services include all levels of mathematics, with a focus on Integrated Math 1 and 2. We provide individualized support for students who need to remediate courses in which they were unsuccessful through individualized instruction and the online Cyber High/PASS program. A dedicated blended learning intervention center, along with our library computer center are provided as locations for these services. Both facilities are also open within and outside the school day for general student use. We have expanded our AVID program as an additional means of support. LOHS seniors have been commended by the National Merit Scholarship Program and recognized as students of the year by our local Rotary and the Morgan Hill Chamber of Commerce.

We will continue to align curriculum, assessments and instructional practices to the Common Core State Standards and recently released Next Generation Science Standards for science. We will focus staff development on instructional practices with an equity lens to support learning for all of our students. LOHS will continue and refine and enhance school-wide strategies to support English learners, and to support the academic vocabulary development of all students by implementing Constructing Meaning strategies across the curriculum. These efforts build upon Literacy and Academic Language instructional skills garnered from the 2013/14 and 2014/15 professional development provided by Adams Educational Consulting. That training also provided skill sets for our teaching staff on proven best instructional practices, school wide instructional norms, and aligning instruction and content to the Common Core State Standards. LOHS staff collaborate every Wednesday to ensure that teachers are using and implementing effective instructional strategies in every classroom. Dedicated weekly time allows for the powerful process of teacher collaboration to become routine, further enhancing the education we offer our students. Peer observations and teacher "walk-throughs" also continue, and LOHS is partnering with our fellow secondary schools to continue and deepen the use of the Instructional Rounds protocol for in-depth study of instruction and student learning campus-wide. These important tools allow for staff members to see each other in action and help to normalize curriculum and overarching practices campus wide. Staff collaboration will also focus on the implementation of the Common Core State Standards, NGSS, support for English Learners, school climate and increasing inclusion of all student subgroups into the many excellent opportunities we offer.

Many groups contribute to our decision-making process. Our School Site Council (SSC), composed of the principal, parents, students, and faculty, makes decisions about our curriculum, school policies, and budget. Our English Language Advisory Committee (ELAC) includes many parents of English learners, our Bilingual Community Liaison, and our English Language Development Facilitator. The ELAC helps to shape our program for English learners. Our faculty also meets regularly with the principal to analyze student achievement data and discuss program improvements. This year our staff continued to utilize performance data to support instructional practice and student achievement. In addition, Student Voices, a group of students from a cross-section of our population continues to be a major contributor to our school climate, leading initiatives that focus on inclusion and mentoring new students. LOHS is also in the first year of developing and

implementing Positive Behavior Intervention and Support (PBIS) program, which will further enhance a positive school culture and learning environment.

We have Resource Specialist Program teachers, Special Day Class (SDC) teachers, and instructional assistants who work with our special education students. In addition, LOHS serves as the host school for district programs serving students in the Moderate/Severe and Emotional Disturbance/Therapeutic Programs. Students with disabilities who require more structured and intensive support enroll in our SDC class and take most of their academic subjects with an SDC teacher. Classroom paraprofessionals also work with these students. Special education staff also work with students and their families to devise a plan for post-secondary placement through the Workability Program.

English learners receive intensive instruction focused on fluency and comprehension skills in English Language Development (ELD) classes. English learners also participate in grade-level courses alongside their peers that are co-taught by English and ELD teachers adept at differentiating instruction and materials for English learners. This English learners access to rigorous academic content while acquiring and enhancing English language skills. Our teachers are either Cross-cultural Language and Academic Development (CLAD) certified or Specially Designed Academic Instruction in English (SDAIE) trained. The percentage of ELL students gaining proficiency in English and attaining an RFEP status, has steadily climbed in recent years.

Spanish-speaking tutors work in mainstream classes with our emerging language students. We encourage the parents of English learners to join our ELAC. We also have incorporated the intensive reading programs, Read 180 and System 44, into our special education English courses which serve English Learners with special education support services.

LOHS provides comprehensive guidance and academic counseling services to all students. Counselors hold grade-level parent meetings and college nights to inform parents of college entrance requirements and financial aid opportunities. They communicate with families about testing dates, upcoming visits from college representatives, financial aid seminars, and application deadlines. The career center is well supplied with information about colleges, universities, and trade schools. The co-location of Cal-SOAP hub in our College & Career Center allows for additional counseling staff and expanded services for traditionally underserved subgroups. LOHS offers several opportunities for our students whose demographic subgroups are underrepresented in college ranks to participate in field trips visiting a variety of colleges, including San Jose State University, to Stanford and UC Berkeley. LOHS introduced the Naviance program in 2016/17 and is using this comprehensive tool more robustly with students in 2017/18. Students are using Naviance to research college choices and other post-secondary career opportunities (based on an included skills and interest survey component), prep for the PSAT, SAT, ASVAB, Advanced Placement Exams, and play an active role in their learning plan/course selection for high school. Naviance also tracks the post-secondary endeavors of LOHS students in order to give us accurate data about our graduates.

By offering a wide range of courses and support systems, we endeavor to find a path to success for all students. Our counselors meet with students individually and in groups to help them with personal problems. We also connect students with further counseling through community agencies. If a student exhibits poor attendance, we engage both student and parent in a School Attendance Review Board (SARB) process, which seeks to identify underlying causes for attendance concerns, and supports to mitigate those problems and improve attendance. In most cases, this results in a plan that will keep the student in school. In rare cases we refer a student to MHUSD's continuation high school.

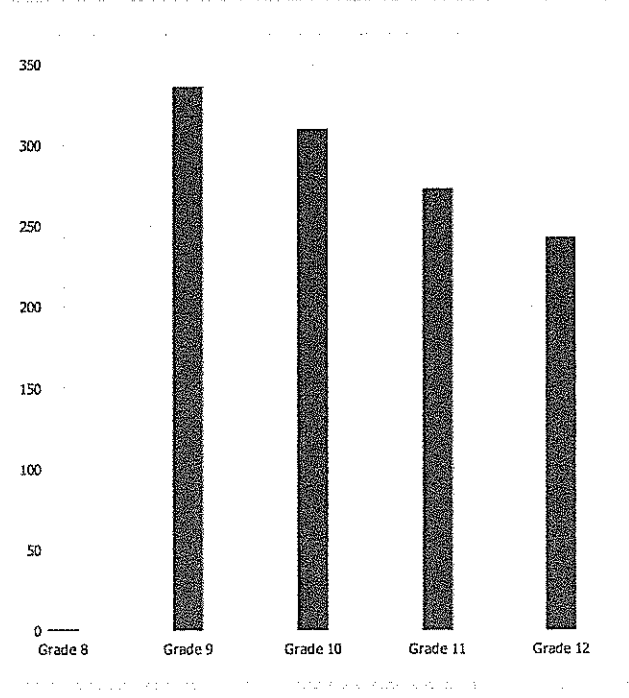
We continue to seek opportunities to improve communication with parents, students, and the community through the redesigned school Website, weekly newsletter, and periodic phone calls in English and Spanish. As a 1:1 technology school, an ongoing area of focus is ensuring that students and teachers are using technology effectively to as an effective instructional and communications tool.

Parents are vital to the success of all of our endeavors, and we invite you to join us for a new year of growth and accomplishment. Our Bilingual Community Liaison continues to support our goal of gaining the involvement and support of Spanish speaking families. Our Bilingual Community Liaison works closely with administrators and counselors to seek out struggling students and create a partnership between their parents and our school.

Last updated: 1/18/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 8	1
Grade 9	336
Grade 10	310
Grade 11	273
Grade 12	243
Total Enrollment	1163



Last updated: 12/18/2017

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	2.6 %
American Indian or Alaska Native	0.2 %
Asian	5.2 %
Filipino	2.2 %
Hispanic or Latino	52.3 %
Native Hawaiian or Pacific Islander	0.4 %
White	35.7 %
Two or More Races	0.4 %
Other	1.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	38.7 %
English Learners	8.0 %
Students with Disabilities	11.4 %
Foster Youth	0.1 %

Last updated: 12/18/2017

A. Conditions of Learning

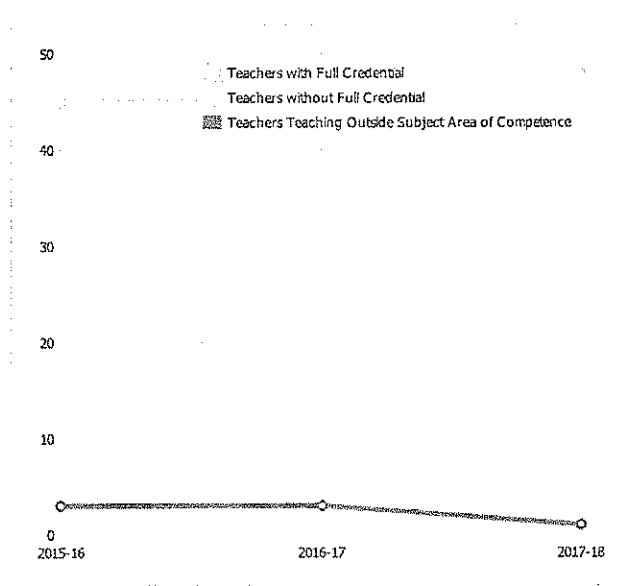
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

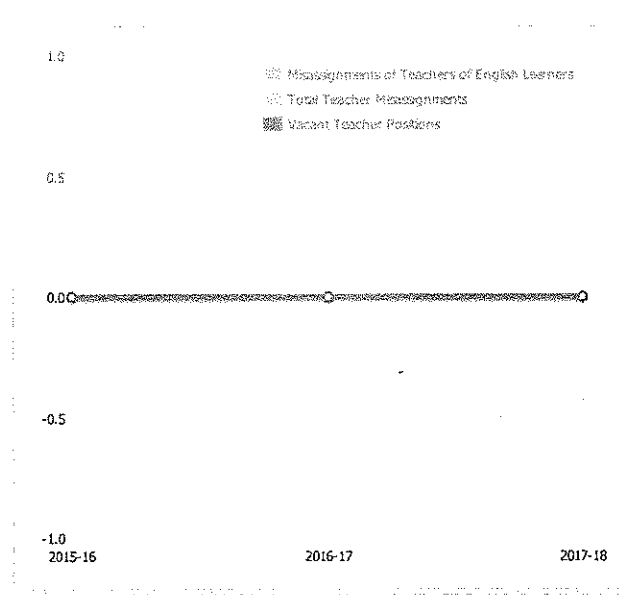
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	45	45	48	379
Without Full Credential	4	5	6	19
Teachers Teaching Outside Subject Area of Competence (with full credential)	3	3	1	12



Last updated: 12/4/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 12/4/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: December 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Education, StudySync	Yes	0.0 %
Mathematics	Holt, Rinehart, and Winston: Algebra Readiness (adopted 2007) EngageNY Holt, Rinehart, and Winston: Algebra Readiness workbooks (adopted 2007) Brooks/Cole: Finite Mathematics (adopted 2007) Bedford, Freeman & Worth: Statistics and Probability with Application (adopted 2017) Freeman: Practice of Statistics for the AP Exam (adopted 2017) Pearson-Addison Wesley, Larson and Battaglia, Cengage Learning: Calculus for AP (adopted 2016) Stewart, Cengage Learning: Calculus 8th Edition (adopted 2016) CPM: Integrated Math I, CPM: Integrated Math II, CPM: Integrated Math III, CPM: Precalculus with Trigonometry (adopted 2015)	Yes	0.0 %
Science	Glencoe McGraw Hill: Biology (adopted 2007) Glencoe McGraw Hill: Hole's Human Anatomy & Physiology (adopted 2007) Holt: Earth Science (adopted 2007) Prentice Hall Publishing: Earth - An Introduction to Physical Geology (adopted 2007) McDougal Littell: World of Chemistry (adopted 2007) Houghton Mifflin: Chemistry (adopted 2007) Delmar Cengage: Plant & Soil Science/Ag Chemistry (adopted 2014) Pearson: Chemistry: A Modular Approach AP (adopted 2017) Pearson: Lab Manual for Chemistry: A Modular Approach (adopted 2017) Paradigm Publishing: Biotechnology: Science for the New Millennium (adopted 2007) Holt Rinehart & Winston: Earth Science (adoted 2007) Pearson: College Physics (adopted 2007) Pearson: Biology in Focus AP Edition (adopted 2007) AGI and NAGT: Laboratory Manual in Physical Geology, 9th edition (adopted 2016) Pearson: Laboratory Manual in Physical Science, tenth edition	Yes	0.0 %
History-Social Science	Glencoe: World Geography: Global Perspectives (adopted 2006) Prentice Hall: World History: The Modern World (adopted 2006) McDougal Littell: The Americans: Reconstruction to the 21st Century (adopted 2006) Prentice Hall: Economics: Principles in Action (adopted 2006) Prentice hall: Magruder's American Government (adopted 2006) Glencoe McGraw Hill: Psychology and You (adopted 2006) Holt, Rinehart, and Winston: Sociology The Study of Human Relationships (adopted 2006) Bedford St. Martin's: America's History (adopted 2015) Norton and Company: Worlds Together, Worlds Apart: A History of the World: From the Beginnings of Humankind to the Present (adopted 2016)	Yes	0.0 %
Foreign Language	Vista Higher Learning: Descubre Level 1,2,3 (adopted 2016) Vista Higher Learning: D'accordi! Level 1,2,3 (adopted 2016)	Yes	0.0 %

Vista, Teras AP Spanish Language and Culture (adopted 2014)
Wayside Azulejo Anthology & Guide to the AP Spanish Literature and Culture Course
(adopted 2016)

Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 12/14/2017

School Facility Conditions and Planned Improvements

The campus buildings are 36 years old, and during the past ten years we have upgraded nine of the classroom buildings, expanded the library, refurbished the 500, 700, and 600 buildings, modernized the boys locker room, theater and amphitheater.

As you drive up to Live Oak High School you will see our newly completed facade. The flowing canopy walkways and the glass windows and doors are a very welcoming entrance to the site. The students and staff also get to enjoy the newly modernized theater and amphitheater. The beautiful store front design makes for a dramatic entrance into the foyer.

Canopies structures with photovoltaic (solar) panels were recently installed in the student parking lot, staff parking lot, black top area and the agriculture farm. These panels will generate approximately 80% of Live Oak's energy needs.

The girls locker room was recently modernized and half of the old locker room was transformed into a new dance room.

Maintenance, Grounds and the custodial staff continue to work together to provide a safe, clean and well maintained learning environment to help support student achievement.

As part of the Measure G Bond funds, Live Oak received a technology infrastructure upgrade which included WiFi for every classroom and exterior of the campus, a new phone system and a new clock/public address system. In fall 2015 all students were issued Chrome books.

New synthetic turf was added to the football stadium and the track was resurfaced in the summer of 2014 and a new announcers booth was installed. In December 2015 the swimming pool was replastered and new LED lights installed inside of the pool.

Last updated: 12/7/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: July 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermn Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Each summer another roof has been redone
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Tennis courts resurfaced summer 2017

Overall Facility Rate

Year and month of the most recent FIT report: July 2017

Overall Rating	Good
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Last updated: 12/7/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	68%	56%	53%	52%	48%	48%
Mathematics (grades 3-8 and 11)	24%	31%	43%	42%	36%	37%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 12/18/2017

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	247	244	98.79%	56.15%
Male	122	119	97.54%	42.02%
Female	125	125	100.00%	69.60%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	16	16	100.00%	81.25%
Filipino	--	--	--	--
Hispanic or Latino	124	124	100.00%	43.55%
Native Hawaiian or Pacific Islander	--	--	--	--
White	82	81	98.78%	66.67%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	100	99	99.00%	38.38%
English Learners	40	40	100.00%	12.50%
Students with Disabilities	30	29	96.67%	--
Students Receiving Migrant Education Services	16	16	100.00%	37.50%
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 12/18/2017

CAASPP Test Results in Mathematics by Student Group

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	248	244	98.39%	31.15%
Male	122	119	97.54%	31.09%
Female	126	125	99.21%	31.20%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	16	16	100.00%	56.25%
Filipino	--	--	--	--
Hispanic or Latino	125	124	99.20%	17.74%
Native Hawaiian or Pacific Islander	--	--	--	--
White	82	81	98.78%	40.74%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	101	99	98.02%	17.17%
English Learners	40	40	100.00%	--
Students with Disabilities	30	29	96.67%	--
Students Receiving Migrant Education Services	16	16	100.00%	12.50%
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 12/18/2017

CAASPP Test Results in Science for All Students

Grades Five, Eight and Ten

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	50.0%	49.0%	59.0%	62.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 12/18/2017

Career Technical Education Programs (School Year 2016-17)

Our strong Career and Technical Education programs combine college preparatory learning and applicable skills for students interested in agriculture, media technology, culinary, and construction/cabinet making fields immediately upon graduation. Parents and other community members and business partners visit classes and share their professional experiences with students. Students have opportunities to participate in job-preparedness training and mock interviews through an annual "Rock the Mock" event, as well as job-shadowing in partnership with a variety of local businesses. Students use tools in Naviance to complete aptitude surveys and discuss the results and options with their guidance counselors and teachers. We also connect students to internships, volunteer and employment opportunities, and community service options through the college and career center.

Our partnerships with local businesses include consultations about our career preparedness programs. We invite input from professionals who support our school and hire our graduates. We also survey students and parents every spring. This crucial feedback helps us to maintain a high standard of success in preparing our students for their working lives.

CTE programs and pathways offered at Live Oak:

Agriscience

- Agricultural Biology
- Soil Chemistry
- Veterinary Science

Agricultural Business

- Art & History of Floral Design
- Agricultural Sales & Service

Cabinetry, Millwork, and Woodworking

- Cabinet Making
- Construction Technology
- Woodworking

Design, Visual & Media Arts

- Advanced Journalism/Technical Writing

Fashion Design/Textile Arts

- Fashion Design

Food Service & Hospitality

- Advanced Foods & Nutrition
- Culinary Arts

Production & Managerial Arts

- Advanced Multimedia/Digital Photography
- Audio & Visual Production

Software & Systems Development

- Integrated Math 3/Software Development
- AP Computer Science A

Last updated: 12/11/2017

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	245
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%

Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education

88.0%

Last updated: 12/7/2017

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	96.7%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	50.9%

State Priority: Other Pupil Outcomes

Last updated: 12/18/2017

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
9	18.2%	23.9%	31.5%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/17/2018

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

We have many ways for parents to participate in the life of our school, and we depend on their support. Parents can join our SSC, ELAC, Athletic Boosters, Future Farmers of America Boosters, Emerald Regime Boosters (marching band), and Home and School Club meetings monthly. The Home and School Club sponsors a variety of support activities for students; parents serve as chaperones at dances and provide classroom supplies. They also host staff appreciation luncheons several times throughout the year. Booster organizations raise funds and provide much needed assistance to the athletic and music programs they support. Coffee with the Principal meetings are informal opportunities for parents to discuss the educational and extracurricular programs at LOHS. In 2017/18 LOHS added a Spanish language version, Café con la Director, to provide our Spanish speaking parents to become familiar with our school and staff. This has proven very beneficial at removing barriers between our school and parents who might otherwise feel alienated. We ask all parents to attend Back-to-School Night in the fall, grade-level parent nights, Green and Gold Awards, and Senior Awards in the spring, and provide translation services at all events to ensure that we are welcoming to the families of all students. We always need new volunteers! The contact person for parent involvement is the principal, Maria Reitano.

State Priority: Pupil Engagement

Last updated: 12/11/2017

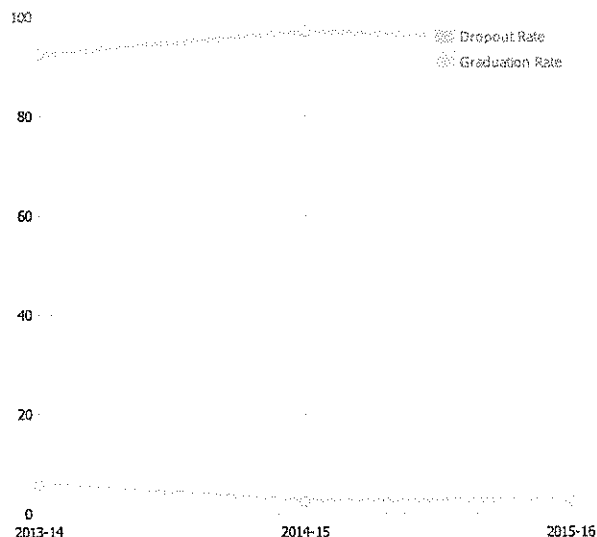
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	5.8%	2.5%	2.6%	7.2%	5.8%	5.4%	11.5%	10.7%	9.7%
Graduation Rate	92.4%	97.1%	95.3%	89.2%	88.8%	88.8%	81.0%	82.3%	83.8%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 12/18/2017

Completion of High School Graduation Requirements - Graduating Class of 2016

(One-Year Rate)

Student Group	School	District	State
All Students	94.5%	84.9%	87.1%
Black or African American	100.0%	89.5%	79.2%
American Indian or Alaska Native	100.0%	83.3%	80.2%
Asian	100.0%	100.0%	94.4%
Filipino	100.0%	93.3%	93.8%
Hispanic or Latino	94.0%	76.3%	84.6%
Native Hawaiian or Pacific Islander	100.0%	100.0%	86.6%
White	93.2%	90.5%	91.0%
Two or More Races	0.0%	100.0%	90.6%
Socioeconomically Disadvantaged	94.2%	79.9%	85.5%
English Learners	33.3%	32.0%	55.4%
Students with Disabilities	100.0%	68.0%	63.9%
Foster Youth	0.0%	0.0%	68.2%

State Priority: School Climate

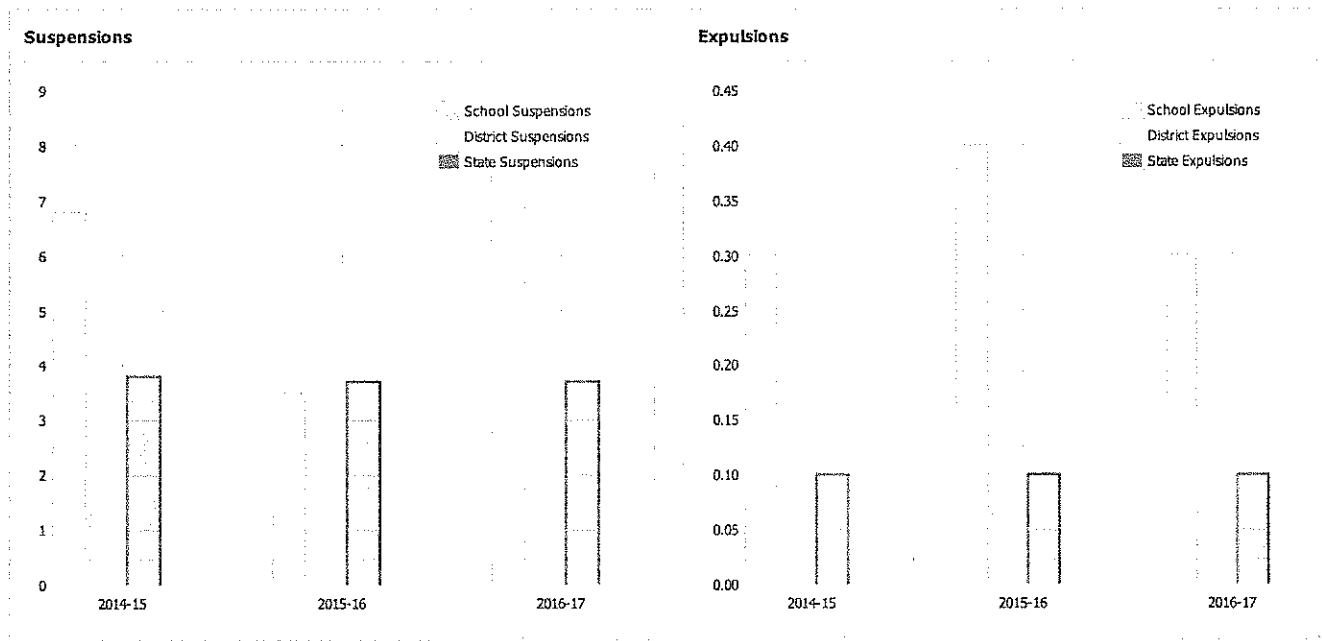
Last updated: 12/18/2017

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	6.8%	3.5%	8.5%	3.8%	3.5%	4.2%	3.8%	3.7%	3.7%
Expulsions	0.3%	0.4%	0.3%	0.3%	0.1%	0.1%	0.1%	0.1%	0.1%



Last updated: 12/19/2017

School Safety Plan (School Year 2017-18)

Administrative staff and our campus supervisors monitor the grounds for half an hour before classes begin and half an hour after dismissal, as well as throughout the school day. A school resource officer is assigned to our campus daily. He works closely with staff and students to support student safety. Visitors must sign in at the office. We revise our School Safety Plan annually. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. We make the plan available on our school Web site and keep copies in the office for parents. We share the plan with all staff during a school-wide staff meeting. We practice fire and earthquake drills annually as required by law and hold trainings for staff on emergency preparedness. We hold annual "intruder on campus" drills to familiarize students and staff with necessary lockdown procedures. The Morgan Hill Police Department trains our students and staff on emergency procedures. We use the Connect-Ed phone and email messaging system to communicate with parents about issues of school safety and concern in both English and Spanish.

Last updated: 12/11/2017

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27.0	6	18	9	28.0	8	15	17	30.0	8	8	23
Mathematics	28.0	7	16	13	28.0	8	8	21	30.0	7	10	20
Science	30.0	4	15	12	30.0	5	11	18	30.0	5	13	14
Social Science	26.0	8	17	8	27.0	8	10	18	29.0	5	17	10

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/10/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	0.5	N/A
Social Worker		N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	3.0	N/A
Other		N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/18/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5056.0	\$26.8	\$5029.2	\$70728.0
District	N/A	N/A	\$7067.2	\$72134.0
Percent Difference – School Site and District	N/A	N/A	-33.7%	-2.0%
State	N/A	N/A	\$6574.0	\$74476.0
Percent Difference – School Site and State	N/A	N/A	-26.6%	-5.2%

Note: Cells with N/A values do not require data.

Last updated: 12/4/2017

Types of Services Funded (Fiscal Year 2016-17)

Our after school programs are multi-funded through our new LCFF structure for student skill and language development. We provide bilingual tutors where possible and buy supplemental materials for our English learners. We also use intervention monies to provide online support for students who need to remediate and earn additional credits to graduate.

Various booster organizations engage in fundraisers to supplement school and district funds. Athletic Boosters fundraiser for athletic equipment, uniforms, and transportation to games. Our Future Farmers of America Boosters hold an annual auction to support scholarships. Band Boosters fund-raise for equipment, competitions, and uniforms. Parents request donations from our school community to cover the expenses of special events such as our safe and sober Grad Night event.

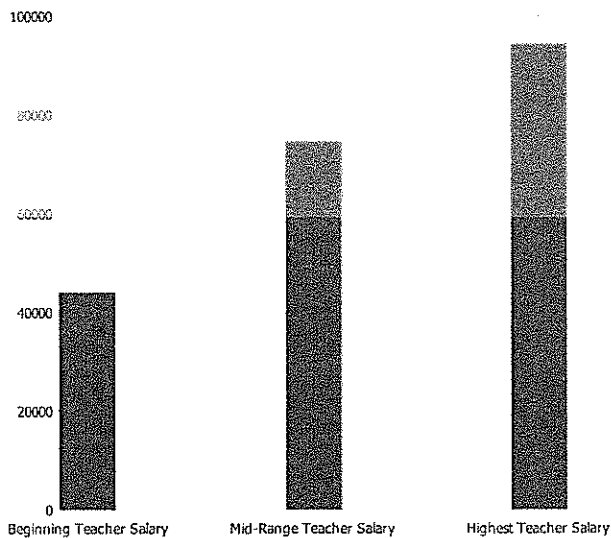
Last updated: 12/11/2017

Teacher and Administrative Salaries (Fiscal Year 2015-16)

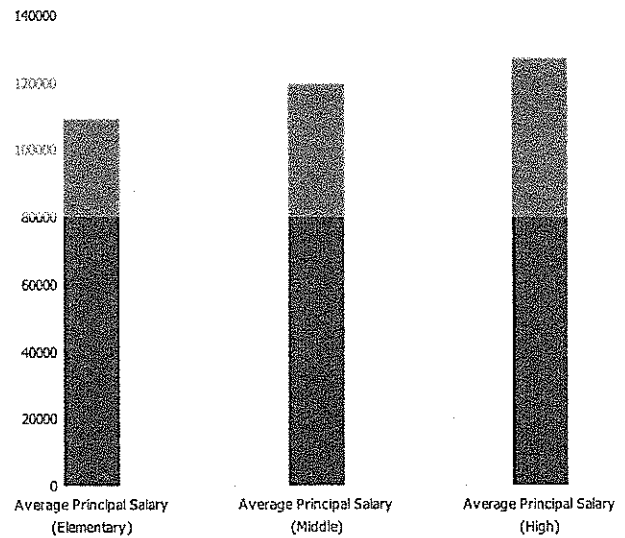
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,069	\$46,511
Mid-Range Teacher Salary	\$74,554	\$73,293
Highest Teacher Salary	\$94,334	\$92,082
Average Principal Salary (Elementary)	\$108,912	\$113,263
Average Principal Salary (Middle)	\$119,272	\$120,172
Average Principal Salary (High)	\$126,792	\$131,203
Superintendent Salary	\$230,587	\$213,732
Percent of Budget for Teacher Salaries	36.0%	36.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Teacher Salary Chart



Principal Salary Chart



Last updated: 1/10/2018

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	2	N/A
Foreign Language	2	N/A
Mathematics	3	N/A
Science	3	N/A
Social Science	3	N/A
All Courses	15	43.2%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 12/18/2017

Professional Development

Our teachers attend staff development opportunities at conferences offered statewide and participate in staff development during weekly collaboration and department meetings. Staff training sessions are devoted to aligning our curriculum and instructional practice to common core standards, analyzing formative assessment results, and designing lessons with a focus on academic literacy, exploring techniques for engaging students of different performance levels, and discussing the latest research related to effective support for English learners. Teachers and administrators look at multiple measures of student learning and review pressing issues from the previous year to choose specific topics. In 2013/14, and continuing through 2014/15, Adams Educational Consulting provided professional development in best practices, with a focus on academic literacy/language and aligning practices to the requirements of the Common Core State Standards. District provided training in the Constructing Meaning Academic Literacy and Language program to portions of LOHS staff from 2014/15 to 2017/18. This program deepens and extends many of the valuable concepts garnered via our work with Adams Educational Consulting, and supports academic vocabulary development for all students across the curriculum.

Last updated: 12/11/2017